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ABSTRACT

Development of projects designed to improve curriculum programs of schools with American Indian student populations in Minnesota and to train teachers and adults to improve educational programs for Indians is discussed in this report by the University of Minnesota Training Center for Community Programs (TCCP). Among the major developments discussed is the Intercultural Specialist Program, which utilizes Cultural Education Specialists selected from the study target area as consultants to the study group. Also discussed is the development of an Indian Education Advisory Committee composed of American Indians who are to work closely with the public schools of Minneapolis. Other projects reported on include the university's Department of American Indian Studies; the TCCP publication program, which deals with research documents related to American Indians; the Native American Cooperative Curriculum Series; the Educational Television Series--The American Indian; STAIRS (Service to American Indian Resident Students); Project Indian Upward Bound; the Indian Group Home Project; the Indian Inmate Education Program; the Ecology Cooperative Curriculum Project; and the Educators' Drop-In Service. The document concludes with a brief review of the university's Experimental Education Program and its functions. A list of TCCP publications on American Indians is appended. (EL)

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1970 ANNUAL REPORT OF THE TRAINING CENTER FOR COMMUNITY PROGRAMS UNIVERSITY OF MINNESOTA

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Prefatory Comment

A vital role was played by the University of Minnesota Center for Curriculum Development in many of the projects reviewed in this report. We are grateful to Professors James Werntz and Kenneth Zimmerman for fiscal and professional assistance in the following projects:

Cultural Education Specialist Program

The Ecology Cooperative Curriculum Project

The Native American Cooperative Curriculum Project, Series I and II

The Indian American Credit ETV Series

Assistance in the early stages of contact with the Union for Research and Experimentation in Higher Education

The University of Minnesota
Cultural Education Specialist Program

In the fall of 1968 interested faculty at the University of Minnesota discussed the possibility of using New Careerists as consultants in course work where social problems, poverty and race were studied. It was assumed that New Careerists, properly chosen for their personal knowledge of inner-city life and for their ability to express this knowledge to students, would be able to contribute a fresh and vigorous component to the conventional presentations of many on-campus courses. Out of discussions held by faculty and others came a project known as the Cultural Education Specialist Program. The program was funded on a trial basis by the University of Minnesota Center for Curriculum Studies, and provided that selected New Careerists be bound to the University by a letter of agreement and paid $100 per month (since raised to $150 per month) for their services to a particular class or research project. In every case, it was understood that New Careerists operating as Cultural Education Specialists (CES) would cooperate with faculty on an equal-status basis--that is, specialists were not to be seen as Teaching Assistants or the like, but as tandem teachers or tandem researchers working with faculty in an egalitarian manner. It was assumed that this kind of relationship was necessary for the full utilization of specialist experience and talents.

In the fall of 1968, school administrators in the Minneapolis Public School System were asked to provide the University of Minnesota Center for Curriculum Development with application forms for interested New Careerists who might wish to become Cultural Education Specialists. School administrators and supervisors of New Careerists were asked to recommend "persons who are qualified to provide services based upon their life experiences as minority persons or non-minority persons who have experienced poverty." From this application process about twenty forms

were secured which were placed on file for review by interested professors in the offices of the Center for Curriculum Development. Of these twenty applications, five were selected in the first quarter of the project for teaching and research projects under letters of agreement. The twenty New Career aides who provided applications were asked questions pertaining to age, sex, marital status, number of children, ethnic background, identification with the ethnic community, and community activities.

On the basis of the formal research project conducted during the first third of the Cultural Education Specialist Program, and on the basis of two succeeding quarters of experience upon which impressionistic data were gathered, it was strongly recommended that the Cultural Education Specialist and associate program be provided for funding for a second pilot development year. This funding was in fact provided, and the program (now renamed the Intercultural Specialist Program) has been permanently funded and housed in the University of Minnesota Living-Learning Center. The program currently serves faculty members of the University not only with persons from minority and low status socio-economic backgrounds, but also encourages the use of many other social categories not formerly represented in University of Minnesota teaching on a regular basis. Thus, the Intercultural Specialist Program, beginning in cooperation with CURA and the Center for Curriculum Development, became a substantial part of the operations of the Living-Learning Center and expanded its scope quite considerably in only two years. Currently, the Intercultural Specialist idea is gaining hold so that some departments are actually funding these positions from their line budgets (for example, the Department of Sociology and the College of Education).

Indian Advisory Committees to the Minneapolis Public Schools and the Minnesota State Department of Education

During the fall of 1968 great effort was being extended by the Center for Urban and Regional Affairs and certain Washington offices of the U.S. Office of Education to encourage American Indians in the development of their own power structures for furthering Indian education projects. At this time, the Minneapolis Public School System was considering the formation of a Training Center for Community Programs-operated in-service training program for inner-city Minneapolis teachers focusing on the American Indian. Once contacted by the Minneapolis Public Schools, Training Center staff suggested that the schools work with the University to form an all-Indian, community-based advisory body which could conduct its own in-service seminars and other activities using the resources of the public school system. Such a committee was formed in due course, and was for over one year the only operational Indian education advisory body in any metropolitan area of the United States. Since then, through the activities of the Indian Education Advisory Committee to the Minneapolis Public Schools and other interested groups, the St. Paul system has initiated the development of its own Indian Advisory Committee.

Similarly, upon the appointment of Mr. Wilfred Antell to the State Department of Education as Consultant on Indian Education in 1968, the Training Center for Community Programs suggested to the Commissioner of Education that the State Department of Education form plans for the creation of an Indian Education Committee. While it was not intended that the committee be entirely related to the State Department of Education, it developed that in a series of organizational meetings in 1968 and 1969, this is indeed what took place. Mr. Wilfred Antell became instrumental in the development of the second statewide Indian Education

Committee in the United States (the first was in California), and has since used his influence to guide the committee in several directions simultaneously. It is anticipated that the Minnesota Indian Education Advisory Committee will, once it has ironed out its organizational and purposive confusions, begin to achieve the operational level of the California Indian Education Committee and actually produce some visible, concrete results.

In both cases, that of the Minneapolis Indian Education Advisory Committee and the Minnesota equivalent, there have been numerous conceptual, organizational and procedural difficulties. This is to be expected. No such committee had ever existed in a metropolitan area before, and only one precedent existed at the state level in anyone's memory. The role of the Training Center for Community Programs in coordination with CURA was, in both cases, to supply assistance upon request and to supply developmental funding during the initial stages of the statewide committee's emergence.

Far and away the most active of the two committees, the Indian Advisory Committee to the Minneapolis Public Schools has worked at an increasingly broader and more professional level with school personnel to conduct in-service training programs, hire and evaluate Indian personnel within the system, and guide the curricular, disciplinary, and related efforts of the Minneapolis school system to better serve Indian children and their families. It is expected that both of these committees will continue without fiscal support from the University of Minnesota, although both--especially the Minneapolis committee--do request occasional services from Training Center staff.

University of Minnesota
Department of American Indian Studies

Prior to the request by interested Afro-American students and friends that the University of Minnesota consider developing a Department of Afro-American Studies, G. William Craig (Mohawk) a Lecturer in the General College, had already begun to approach University officials on the possibility of a program or department in American Indian studies. During 1969, Mr. Craig came into contact with members of the CURA staff and the central administration who were also interested in a department or program of American Indian studies. Together with these individuals, and with the assistance of the University President, Mr. Craig formed the nucleus for a developmental committee under the chairmanship of Professor Frank Miller of the Department of Anthropology. The Indian Studies Committee considered two possible developments of a formal sort related to Indian activities on the campus: (1) the development of an academically oriented Indian studies department, and (2) the development of an Indian-governed, Indian-operated Center for Indian Development to serve developing Indian communities and groups in the upper midwest region.

A great deal of Training Center for Community Programs effort went into the formulation of support activities--as well as direct involvement in committee activities--related to the formulation and, eventually, the initial operation of the Department of American Indian Studies. The Center for Indian Development, voted into existence by a joint Indian-white committee composed of both University and community members, was never actually funded because of difficulties in relationships among certain Indian political interests. The Department of American Indian Studies is now a full-fledged liberal arts component, and is currently going about the business of acquiring a quality faculty under an effective chairmanship, Professor Edward P. Dozier, a Tewa from

Southwest and a noted scholar, is to take over the helm of the department in the fall of 1971 -- the point at which quality direction will actually initiate.

The Department of American Indian Studies was the first full-fledged department of its kind in the history of the United States, and it is expected by all concerned that the department will set the standards for the development of Native American Departments in other universities throughout the United States. There is no question in the minds of those involved that the creation and effective implementation of AIS has helped the University greatly to overcome some basic suspicions and mistrust on the part of local Indian people, and that renewed efforts to develop the concept of the Center for Indian Development would have an equally effective impact on the University's image and actual capabilities in the regional Indian community. It will be necessary, however, for the resolution of certain political differences within the local Indian community to occur before the Center for Indian Development or a similar idea can actually get underway.

Contemporary American Indian Research Projects

In 1968 the Training Center for Community Programs began a series of research reports on modern American Indians. The first product of this research emphasis was Indians in Minneapolis, a joint project completed with the assistance of the Minneapolis League of Women Voters. Since then, approximately fifty additional research reports have been written and published by the Training Center for Community Programs in coordination with the Office of Community Programs, Center for Urban and Regional Affairs.

Initially, it was the intention of the Training Center for Community Programs to produce research documents which would update the academic and social action communities with quality materials on contemporary Indians, particularly those living in metropolitan areas. The demand for the research projects has extended beyond the initial two target populations, however, and it is now common practice to send these documents to many levels of urban and reservation Indian populations. This new routing of research documents assures that an ever-sophisticating group of American Indian professional and pre-professionals will be provided with up-to-the-minute information upon which action projects might conceivably be based.

The publication series has involved many faculty and students, both from the University of Minnesota and from an ever-growing number of universities throughout the United States. A glance at the attached list of publications will indicate that involvement has extended all the way from Alaska through Minnesota to Texas. Several reports have been primarily or secondarily authored by graduate and upper division undergraduate students at the University of Minnesota, chiefly through

enrollment in American Indian Studies 121 (Urban Indians in the United States), or through History and Philosophy of Education 111 (Intercultural Education: Indian American Populations).

The utilization of Training Center research reports on contemporary American Indians has been quite extensive, ranging from that of the St. Augustine's American Indian Center in Chicago to a variety of regional American Indian action groups. This kind of Indian utilization is primarily related to the increasing need to document funding proposals as thoroughly as possible prior to submission. Training Center research reports are often the only current sources of research material applicable to the writing of highly detailed funding proposals.

The Indian action groups mentioned above are not, of course, the only utilization points of Training Center research reports on American Indians. A variety of universities and foundations have also found the material useful, and several scholars have requested and received permission to reproduce Training Center documents in whole or in part for inclusion in published readers or texts.

Fiscal support for the Training Center research projects has come from three sources: the Office of Juvenile Delinquency and Youth Development in Health, Education and Welfare; the Office of Education through the University of Chicago; and the Center for Urban and Regional Affairs at the University of Minnesota. Inputs of funding have been approximately equal from all sources, although the Center for Urban and Regional Affairs has recently begun to pick up more of the fiscal load as the University of Chicago contract reaches its terminal point.

It is anticipated that the TCCP Indian research effort will

continue until approximately mid-1971. At this point a decision will be made whether to continue the series through a line organization (such as the College of Education), to continue it through CURA, or to fade it out altogether.

Partially as a result of the TCCP Indian research series, the University of Minnesota has acquired an earned national reputation in American Indian research and development projects. Since many of the TCCP Indian documents did in fact provide interested practitioners around the country with quantitative and qualitative research reports concerning Indian development programs on the Minnesota campus, it may also be said that the research had an applied as well as a detached focused. Attached to this report is an updated list of current TCCP research reports, together with a list of Native American Curriculum Units. The latter will be covered in a different report.

Also appended to this report is a list of representative persons and agencies to which TCCP research documents are sent.

Native American Cooperative Curriculum Series

In the spring of 1970, the director of the University of Minnesota's Indian Upward Bound Program, Mr. Eugene Eckstein, contacted Dr. Harkins in the College of Education about the possibility of a unique project involving Columbia Heights, Minnesota school teachers. This project was to have brought to Columbia Heights school teachers a credit course on Indian education (H.Ed. 111. Intercultural Education: Indian American Populations), but was to have added a new wrinkle: students would be provided with the best consultative assistance possible, and would, in addition to writing a satisfactory final examination for the course, also produce a curriculum unit for use by teachers at some particular grade level and within a particular range of disciplinary focus.

This initial objective was achieved, and through the cooperation of the Minnesota Federation of Teachers, the Minnesota Education Association, the new organization called Teachers for Change, the Training of Teacher Trainers Program at the University of Minnesota, and the on-going relationship between Indian Upward Bound and the Training Center for Community Programs a series of nineteen curriculum projects covering the grades kindergarten through twelfth was produced. This series is currently undergoing its second reproduction (totalling 38,000 individual units) and has already been distributed throughout the state by the three teacher organizations mentioned above. It is currently the largest curriculum project of its type ever attempted in the United States.

Fundamentally, the NATAM Curriculum Series was designed to serve non-Indian teachers conducting classrooms without Indian students present. The model for the project, originally suggested by Mr. Eckstein of IUB, has now been generalized to a second Indian curriculum project

which will result in an additional 20 to 40 thousand copies of twenty new curriculum units on urban Indians. Again, the Columbia Heights school system is providing excellent cooperation for the project, and the above mentioned organizations are footing the fiscal needs of the project entirely.

Current thought is that the Native American Curriculum Series model will be tested several times on different topic areas during the 1970-71 academic year, and a decision will be made whether to continue the project on the current basis or to continue it under another fiscal and organizational arrangement. Some teacher organization representatives have already expressed interest in the possibility that the joint project could evolve into a formal organization, complete with curriculum development and reproduction facilities. Such a structure, if it does in fact come about, would be most exciting to contemplate. It would be a genuine synthesis of interest among all the state's teacher organizations, the University of Minnesota, and a growing number of school systems and individual teachers.

Educational Television Series: The Indian American

During the spring of 1970, Mr. G. William Craig, a Lecturer in General College, and A.M. Harkins began discussions about a possible non-credit series for educational television focusing upon the contemporary American Indian. After initial discussions with personnel of General Extension Division, including Mr. Sheldon Goldstein of the radio-television department, it was decided to begin practical planning for a nine-credit Indian Education television course corresponding at the undergraduate level to the existing series H.Ed. 5-200 through 202.

After several months of on-again off-again planning, divisions of labor were set, fiscal arrangements made, and both studio and remote telecasting begun. Central to the development of The Indian American and to its initial success (the program has currently enrolled nearly 300 students), was the cooperation of many on-campus and off-campus agencies. Among those agencies contributing to the development and critique of the program were the following: the General Extension Division, the College of Education, the Center for Urban and Regional Affairs, the General College, the Training Center for Community Programs, the Smithsonian Institution, the University of Chicago, the Minnesota State Indian Affairs Commission, and many others. Without this kind of cooperative assistance, the program could not have come into being.

Currently, The Indian American is telecast on four major channels in Minnesota, and re-telecast on approximately eleven translators and thirty-five cable systems. Initial information suggests that in addition to the formally enrolled students, many hundreds of others are watching the program and are presumably obtaining benefits from it. The response to The Indian American has been pronounced enough to encourage the

department of radio and television to set aside 32 hours again next year for the re-telecast of the program, with appropriate updates in format and concept. Among the possible updates in concept would be the movement of the program to the graduate level, with a subsequent reduction in the number of available credits from nine to six and an upgrading of the requirements for the course.

During the third quarter Indian American Series, it is planned to involve each of the enrollees in local curriculum development related to some Indian focus. During this quarter the Native American Series--by that time consisting of 35 separate units--will play a fundamental role in providing models for enrolled students to employ in developing their own curriculum units. If this third quarter portion of The Indian American proves successful (that is, if some quality units are derived and some real enthusiasm of a lasting sort generated on the local level for curriculum development in the Indian area occurs), further planning may develop on other ETV possibilities. Among these possibilities might be: (1) a credit course on Afro-American education; (2) a credit course on Chicano education; (3) a fairly complex credit "package" concerning American ethnic education; (4) a variety of ethnically unrelated graduate-undergraduate curriculum offerings on ETV.

Project STAIRS
(Service to American Indian Resident Students)

Project STAIRS began in 1964 when a group of concerned north-side Indian parents recruited volunteer tutors to help solve under-achievement problems of their children in the elementary grades. These parents hoped that such early attention would build motivation for academic success and would eventually prevent their children from dropping out of school. Tutoring sessions were conducted in a north-side parochial school until early 1968, when the program extended to the southside of Minneapolis and new sites had to be found. Pressures for a more permanent program, adequate operating funds, and a professional staff led to a meeting during 1968 between STAIRS parents, Minneapolis Public Schools officials, representatives from the University of Minnesota's Training Center for Community Programs, Hennepin County anti-poverty program staff members, and representatives of the Minnesota State Department of Education. The result was a proposal for principal funding by the Office of Economic Opportunity, an agreement by the Minneapolis Public Schools and the University of Minnesota to split responsibility for the Project Director's salary, and the delegation of the Project to the Upper Midwest American Indian Center for financial accounting purposes. In September of 1968 STAIRS received operating funds from OEO and was able to hire a full-time staff. Office space was provided in an elementary school on the south side by the Public Schools.

Tutors meet with their young Indian students for two hours or longer on Saturdays during the school year in several neighborhood churches. Some volunteers and pupils meet at other times convenient to their schedules. During tutoring sessions, time is spent strengthening basic skills such as reading and math and, following the formal tutoring sessions, volunteers and pupils may pursue cultural or recrea-

tional activities. It is felt that as much good results from the personal relationship between pupil and tutor as from the actual tutoring itself. At least once a month the staff schedules other functions such as outings, field trips, recreational activities, and meetings for groups of pupils, tutors, and parents.

Analysis of STAIRS records for the period April 1 to June 30, 1969, revealed 106 pupils, most of whom came from the southside. These students came from thirteen public schools and four parochial schools in or near the city's target areas. Families with elementary school children seemed to be attracted to the program to some extent via kinship lines, and this made it difficult to abide by the OEO poverty guidelines. Fully 50% of the children came from families with incomes above the poverty level, although these families were by no means well-off. When the program was re-funded for the 1969-70 school year, it was with the understanding that new recruits would be admitted only if they came from poverty families. Of the 106 students, 36.8% were receiving AFDC benefits. During the 1968-69 year, there were seven dropouts (6.6%) and nineteen (17.9%) who completed the program. A fairly common procedure was to refer "graduates" to Indian Upward Bound. Fully half the 64 families in the program had from two to five children enrolled, while the other 50% had only one child enrolled. Median family size was seven, and, in the majority of the families (62.4%) both father and mother were present. In 31.2% of the families the mother was the only parent member. At least one parent was a family member in 95.2% of the families.

Of the 99 volunteer tutors during 1968-69, 91 were students at the University of Minnesota, Macalester College, and Augsburg College. The remaining eight were professional people from the community.

A six-week summer program during 1969 consisted of classes during the afternoons at one school on the northside and one on the southside. The summer program was intended to enlarge the children's field of experience by emphasizing American Indian history and culture, by offering projects in arts and crafts, by pursuing recreational activities, and by providing group tutoring sessions.

Full-time staff members, all Indian, include a Director, an Assistant Director, and a Secretary. The nineteen board members also are of Indian descent.

Project STAIRS is being maintained by the University of Minnesota and other cooperating agencies during the 1970-71 school year. It is anticipated that Project STAIRS may become a part of the University of Minnesota's College of Education effort in the urban education area. If this is so, as we expect it to be, the College of Education will have fostered an effective spin-off of Project STAIRS into a line unit of the University.

Project Indian Upward Bound

Indian Upward Bound is a community-school program focusing on seventh, eighth and ninth grade Indian students in two inner-city Junior High Schools. It is funded by a grant from the U.S. Office of Education, with local financial contributions from the Minneapolis Public Schools and the University of Minnesota. Offices are maintained in the two Junior High Schools.

The original "Community School Upward Bound Program for Minneapolis Indian Children" was developed through eleven months of community meetings with Indian people and was written by staff members of the Training Center for Community Programs, University of Minnesota. The principal goal of the program was to ensure greater understanding of and commitment to the formal education process on the part of Indian children and their parents. It was specified that this goal could be reached through:

1. Involving parents of Indian children early in program planning, in part through the election of a Board of Directors that would be the actual governing body for the program;

2. Hiring Indians to fill staff positions at all possible levels in the program;

3. Using community and University facilities for program development, thus allowing Indian parents and children an opportunity to participate in differing social and geographic settings in the cooperative design of the program;

4. Dealing with dropout or "tuneout" problems by working with seventh, eighth, and ninth grades instead of high school students;

5. Working directly with Indian youngsters to motivate them and encourage their participation in school activities; and

6. Involving teachers, counselors, administrators and other school personnel in a close relationship with Indian parents and children.

One intention of the program was to encourage Indian children and parents to become aware of their potential for involvement in the educational process, and it was hoped that they would cooperatively help develop a model for urban Indian education. An underlying assumption was that Indian children's interest and achievement in school would significantly increase through their parents' involvement in the educational process.

Aspects of community control and parental involvement which were incorporated into the proposal were reinforced for the first board members of the Program through a visit to the Navajo Rough Rock Demonstration School at Chinle, Arizona.

Indian participation was stressed in the program proposal in the sense that Indians must be offered concrete program responsibility, must be afforded program opportunities they can utilize, and must develop a pragmatic confidence in themselves through carrying out these functions. It was anticipated that parental involvement would reduce the urban Indian adult's sense of isolation from the schools which his children attend, and it would supplant his feelings of powerlessness and hopelessness about the schooling process. It was assumed that Indian persons will most successfully adapt via collectivities rather than as individuals, as have many minority groups in the history of urban America. The project also proposed curriculum design emphasizing planning, cooperation and implementation among teachers, students and parents. It was hoped that this would provide teachers with information and understanding of the heritage and culture of modern Indian children and their parents, so that teachers would know how to cooperate with parents and children and how to be sympathetic. Finally, it was assumed that urban Indian pupils form strong peer groups beyond the desired control of Indian elders or white educators, and coalesced around values and practices which are indifferent to those of the schooling

process. It was believed that a community school program would introduce groups of Indian pupils to the need for education in order to function in a modern technologic society.

The major responsibility for carrying out the program was placed with the Board of Directors, the program staff, and the University of Minnesota. The University's primary functions as contracting agent were to provide technical assistance in all areas of the program and to administer the budget. Commitments from the Minneapolis Public Schools included help in recruitment of Indian students, permission to train teachers and involve them in further education about Indian people, and the provision of office space in the two junior high schools with the greatest proportions of Indian students.

Once the all-Indian Board of Directors was constituted and the Indian staff was employed, design and implementation of the academic year program began in October, 1968. Cultural and recreational activities for the students, teacher seminars arranged by the staff, tutorial sessions for the students, a weekly stipend for the students, and a clothing allowance for the students were features of the school-year program. Throughout the academic year, the Board of Directors continued to meet to establish policy, to make program decisions, and to plan the intensive nine-week summer program.

Although the original proposal had specified a residential summer program in Minneapolis, the Indian Upward Bound Board of Directors and staff decided to locate the summer program at St. John's University in Collegeville, Minnesota, some seventy miles northwest of Minneapolis. It was believed that removal of the children from the confusion of an inner-city setting to a more pastoral environment would facilitate group identity and motivation for learning. A dormitory at St. John's was

rented for the duration of the summer program and the supplementary summer staff was recruited, including certified public school teachers, program aides, tutor-counselors and a special program coordinator. Indian parents served as program aides and Indian young adults filled the tutor-counselor positions. The vast majority of the staff during the summer were Indian people. Classes in science, English, mathematics, social science, the Chippewa language and arts and crafts were supplemented with field trips, powwows, and recreational activities. Indian Upward Bound youth participated in the Minneapolis Summer Olympics, an athletic contest for inner-city youth, and were awarded numerous prizes. Following the summer program, and as a result of the experience, an arts and crafts instructor and a second guidance counselor were added to the academic year Indian Upward Bound staff. Numerous adjustments in the program as originally proposed have been made by the Board of Directors and staff. At the time of its re-funding for a second year, the total number of students to be served during the academic year was increased from seventy-five to one hundred and twenty-five.

As in the case of Project STAIRS, it is hoped that the Indian Upward Bound Project will shortly become an operational part of the University of Minnesota's College of Education. This would be yet another example of the College's expanding willingness to deal directly with minority education projects having a prime relationship to the educational needs of inner-city areas.

The Indian Group Home Project

The Indian Group Home Project was funded in the third quarter of calendar 1970 as a unique HEW-funded project in the urban Indian setting. The project is designed to serve eight junior high-level Indian children in a complete home environment--an environment designed to provide surrogate attention and understanding at all levels necessary to guarantee further positive development of the young children as urban Indian citizens.

The project is currently in its developmental stage, and no funds have as yet been expended from the federal grant. CURA is supporting the potential project director, Miss Judy Hammond (herself an Indian person),and most effort is being expended toward the effective coordination of on- and off-campus resources leading to a full state of readiness before the children are involved. At the time of this writing, a home has been tentatively secured for the children and their adult associates, and various inter-agency cooperative agreements are being finalized so that the fiscal and operational aspects of the home are nailed securely down.

The Group Home project was conceived by a group of young Indian people connected with University of Minnesota Indian projects; these people worked with Training Center for Community Programs staff members over a period of several months leading to their successful acquisition of a grant from the US. Department of Health, Education and Welfare. It is anticipated that the Indian Group Home project, when operational, will provide a research and development model for programs of its kind working with Indian children. It is also anticipated that the program will come into the College of Education with the other three Indian development programs originated in the Training Center for Community Programs and CURA.

The Indian Inmate Education Program

A special Indian-oriented supplement to the University's Project Newgate, an OEO-sponsored research and demonstration project designed to help prison inmates engage in collegiate-level study, has been initiated. The supplement functions to aid Indian inmates of Minnesota correctional institutions at the level of tutoring and other assistance to assist the Indian inmate in his acquisition of a high school equivalency diploma; at the level of Indian history, culture, language and arts in order to develop a greater sense of individual and community history, present status and accomplishments, and sociocultural destiny; and at the level of college freshman-sophomore courses in basic disciplines in order to assist Indian inmates in making the transition from high school work to college-level academic work. A continuing pilot program, funded by the University's Center for Urban and Regional Affairs, attempts to meet some of the educational needs of selected Minnesota correctional institutions, notably in the provision of instructors in Indian history and culture, in the provision of films about Indian heritage, and in such service activities as setting up libraries for Indian inmates.

While many services are currently being provided Indian inmates in four metropolitan area correctional institutions, the bulk of organizational effort has been directed toward "easing in" these programs with minimal difficulty for the parent institution and the inmates themselves. G. William Craig of the General College and the College of Education, a Mohawk Indian himself, has been in charge of this program from the beginning and was its initiator. His work currently involves much personal teaching in the institutions, combined with a solicitation and coordination of volunteer instructors and materials.

Mr. Craig has been singularly effective in bringing to the University of Minnesota as new students several inmates who were members of the instructional program student body.

It is anticipated that the Indian Inmate Education Program will continue for another pilot year under CURA funding. Such funding is currently at a minimal level, and it is anticipated that should coordination efforts result in the planned favorable environment for an expanded program, that larger funding will be sought outside the University. At the present time, however, the Indian Inmate Education Project is functioning optimally without the need for moderate- or large-level funding inputs. It is also anticipated that the project will retain its CURA home during the remainder of the first pilot year, and that it will soon transfer into the College of Education, along with Project STAIRS and Indian Upward Bound.

The Ecology Cooperative Curriculum Project

Following the model laid out by the Indian Education Curriculum Project begun at the Columbia Heights school system in the spring of 1970, the Center for Urban and Regional Affairs, cooperating with the College of Education and the Robbinsdale school district, began a new curriculum series. The objective of this project was to continue the test of an exciting new way of involving classroom teachers in the production of professional curriculum materials, and to come up with a first in Minnesota: a kindergarten through twelfth grade ecology curriculum series for statewide utilization prior to the completion of the 1970-71 academic year.

Involved in this project are no less than eleven on- and off-campus persons and organizations, including the Pollution Control Agency, MECCA, the Golden Valley Environmental Sciences Center, the Center for Urban and Regional Affairs, the College of Education, the General Extension Division, and the Training Center for Community Programs. It is anticipated that a series of coordinated curriculum units will be made available to the school systems of Minnesota some time in March, with the cost for producing and distributing these units being picked up by the combined efforts of the Training of Teacher Trainers Program, the Minnesota Federation of Teachers, the Minnesota Education and the new organization called Teachers for Change.

Since this curriculum project represents another step in the test of a model, it is presented as a pilot. The implications of further success in the ecology curriculum project, coupled with existing success in the first two Indian curriculum projects, would naturally lead to further consideration of spin-offs into line organizations on campus or into a joint structure involving some off-campus agencies.

It is possible that the model will be sufficiently appealing to College of Education faculty--and to university, collegiate and public school faculty elsewhere--that an appropriate kind of coordinating body might be formed to evaluate existing and future projects of this sort. Such a body is being considered at this time, and will in fact be formed prior to the end of the 1970-71 academic year. It is possible that the body may be called the "Seminar on Experimental Education," and might include representatives from the three Minnesota teacher organizations, the State Department of Education, various departments within the University, and certain other memberships. Such a body would be especially useful in the coming few months, when two more curriculum projects--one of them involving closed-circuit educational television to Rochester--will be initiated.

University of Minnesota Membership in the Union for Experimenting Colleges and Universities

During the spring of 1969, A.M. Harkins began a series of contacts with Antioch College in Yellow Springs, Ohio concerning several projects initiated by Antioch and/or an organization then called the Union for Research and Experimentation in Higher Education.

Initially, it was hoped that additional information about higher education research and development could be obtained from these contacts, but it was not long before Professor Samuel Baskin of Antioch (Director of UREHE) began to suggest certain possibilities for involvement of the University of Minnesota. With the assistance of the Curriculum Development Project at the University of Minnesota, Professor Baskin was brought to this institution to confer with Vice-President Smith and others concerned with developing an experimental college. Mr. Baskin made it fairly clear after his initial visit that involvement of the University of Minnesota in certain Union projects would require that the University develop some sort of experimental unit that would involve students. In the spring of 1970, Mr. Goodwin Watson, also of Antioch and the Union, visited the University of Minnesota and was assured by a variety of means that the University did indeed intend to develop new experimental units and to continue development of its extant units. A few short weeks after Professor Watson's visit, the University of Minnesota made formal application to the Union for Experimenting Colleges and Universities and was subsequently admitted as the largest state-supported institution in that group of colleges and universities.

During the summer of 1970 Professor Roger Jones, Professor Val Woodward and others were successful in obtaining fiscal support for an

experimental college based upon many of the structural and conceptual criteria discussed in many earlier meetings with representatives from the Union and the University of Minnesota. Currently, the Experimental College is functioning under the guidance of the University College Governing Board, and is attempting a cautious quarter-by-quarter development of its methods and goals. The mere existence of the college alone has stimulated a great deal of student and faculty interest in similar experimental projects, and it is expected that Experimental College will not last much longer as the only experimenting student-faculty unit of such scope in the University.

The University of Minnesota
Educators' Drop-In Service

As the cooperative curriculum projects between the University of Minnesota and various teacher groups and organizations developed, it seemed obvious that many needs indirectly expressed by in-service teachers in the past were being re-discovered. Through the conduct of the cooperative curriculum projects (Indian, ecologic, etc.) it was found again and again that the same needs for in-service credit and non-credit courses were being expressed by teachers from different locales, and that these needs had been expressed through other means before.

In light of these growing understandings of the parameters of teacher in-service professional needs, it was decided to initiate an Educators' Drop-In Service to be located at the University of Minnesota. The Drop-In Service is supported fiscally and otherwise by the Minnesota Education Association, the Minnesota Federation of Teachers, and the new organization called Teachers for Change. Sharing the costs with the Center for Urban and Regional Affairs, and coordinating directly with the University of Minnesota College of Education, the EDS is developing from an idea in the middle of 1970 to an operational part of CURA during late 1970 and early 1971.

EDS will have several functions: first, it will gather from all parts of the nation a great deal of material on educational change, particularly that which relates to curriculum change for upgrading in-service teachers; second, it will develop the "delivery systems" to articulate this growing body of information with the extant teacher organizations and with individuals and groups of teachers in the field; third, it will involve faculty and graduate students from the University

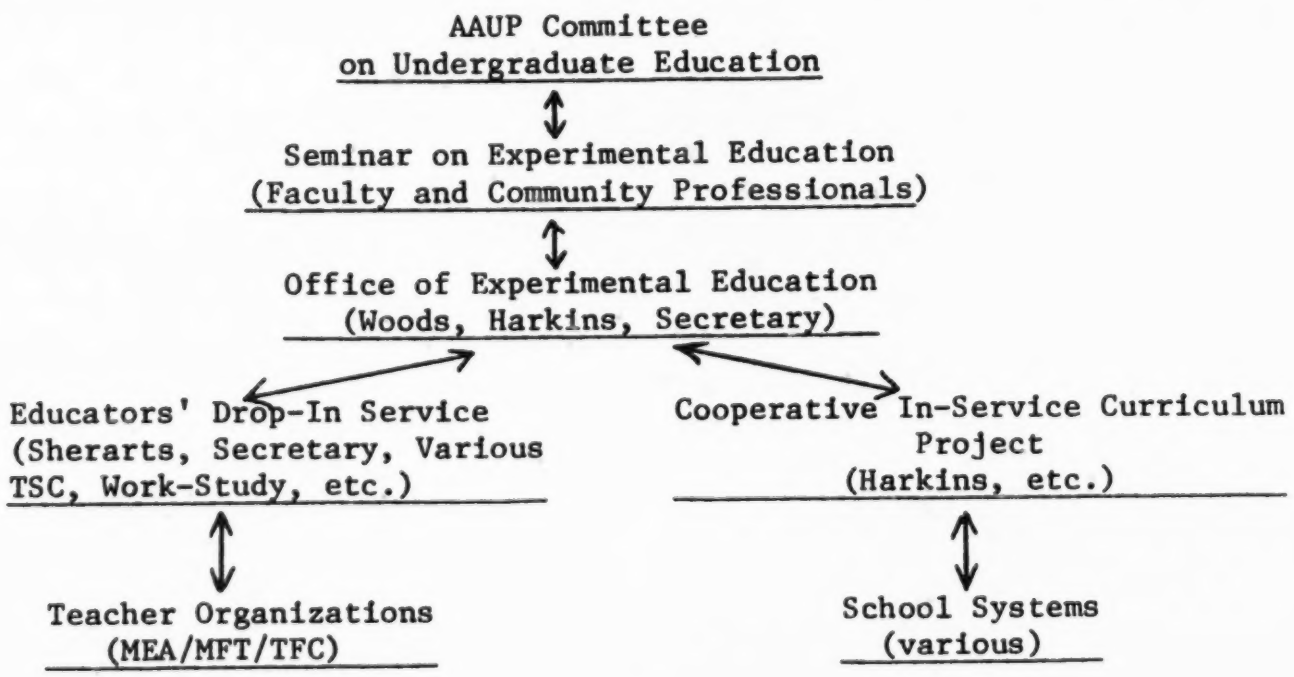
of Minnesota in new working relationships with teaching professionals in the teacher organizations and in the field; fourth, it will assist the University of Minnesota's College of Education in the creation and provision of a variety of new in-service courses for Minnesota teachers; and fifth, it will carry out research and demonstration projects related to these activities.

Among the projects already begun by the EDS is a major research project involving all three Minnesota teacher organizations. This project, which was begun at the recent 1970 conventions of the three organizations, will attempt to determine on a strictly controlled basis the in-service educational needs of teachers in the state as perceived by the teachers themselves. Once the data from this project are collected and analyzed, it is anticipated that the College of Education and the teachers' organizations will be far better equipped to launch in-service curriculum projects throughout the state of Minnesota.

The EDS is becoming operational in the latter part of 1970, and is closely articulated with the College of Education. EDS is primarily funded from CURA, although fiscal responsibilities for the development of EDS beyond a basic staffing pattern will lie with the teacher organizations. The teacher organizations have already indicated their good faith in the development of EDS by funding the research project, by participating in the cooperative curriculum project already underway on a joint basis between CURA and the College of Education. No spin-off is planned for EDS until the pilot development time has allowed for sufficient evaluation of the project to determine whether it should continue, and if so, where it should be administratively placed. The EDS offers exciting possibilities for new organizational arrangements among a variety of on-campus and off-campus professional organizations concerned with upgrading in-service teachers in the state of Minnesota.

The University of Minnesota
Office of Experimental Education

In mid-1970 those CURA coordinators and staff concerned with the development of the Educators' Drop-In Service noticed that there is always the necessity for effective guidance and evaluation of such new projects. Therefore, the Center for Urban and Regional Affairs approved in the third quarter of 1970 the development of the Office of Experimental Education operating under a university-community core of professionals called the Seminar on Experimental Education. The Seminar on Experimental Education, composed of many members of the American Association of University Professors (Minnesota Chapter) Committee on Undergraduate Education, and expanded to include a variety of community professionals concerned with formal education, is becoming active at the time of this writing, and will provide a professional umbrella overseeing the development of the Office of Experimental Education and its two initial services: (1) the Educators' Drop-In Service, and (2) the cooperative in-service curriculum project. A diagram indicating the arrangements of the various committees and operational units just noted is provided below:



The exciting structural features of the Seminar in Experimental Education and its various operational offices suggest themselves largely through the joint nature of undertakings among several on- and off-campus organizations, a few of which have not traditionally cooperated in the past. The outlined structure will utilize extant personnel and resources, and should be operational by the first quarter of calendar 1971. The roles played by (1) the teacher organizations, (2) the Training of Teacher Trainers Program, and (3) an interdisciplinary group of faculty are paramount and quite exciting to consider. It is expected that proposals for internal and external funding will be written from several points in the structure outlined above; among the first of these may be a proposal to the University College Governing Body for a two year teacher training pilot for General College minority graduates. The implications for wider University of Minnesota acceptance as an innovating agency in public school instruction are also suggested by the structure of the programs noted above, and by some of the faculty and community professionals who are (or will be) participating in it.

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